

Global Educational Excellence  
GEE Edmonson Academy

Transformation Plan

2016-2017

Indicator 1A:

Domini Nailer is currently the Principal of GEE Edmonson Academy. She has many years of experience in various educational roles that have had a direct impact on students. She believes that every child can learn when given the right tools and resources. She considers herself to be an advocate for all children under her tutelage, and believes that it is her responsibility to champion the charge of being a change agent in their lives. Her unapologetic approach to offer herself as a resource to her teachers, colleagues, parents and local community has forged the way for her to improve school culture, parent participation and most importantly the student learning environment. She works collaboratively with the building leadership team and all staff promoting student achievement through exemplary teaching and learning, developing and implementing a clear mission ensuring the development and implementation of the School Improvement Plan. Principal Nailer possesses the turnaround competencies necessary to guide Edmonson Academy toward excellence: capacity to identify and focus on early wins and big payoffs; break organizational norms; act quickly in a fast cycle; collect and analyze data; and galvanize staff around Big Ideas. Principal Nailer's turnaround competencies are developed on the continuum through professional development and administrative support that is guided by the BluePrint for Rapid Turnaround Framework. Please [click here](#) for a copy of Domini Nailer's resume.

Indicator 1B:

GEE Edmonson Academy has adopted the Blueprint for Rapid Turnaround Framework. The Blueprint for Rapid Turnaround Framework is an opportunity for GEE Edmonson Academy to create urgency and leverage systemic support for the dramatic improvement and sustainability of student and teacher performance. It is designed to create a stronger systemic focus on and support of high quality teaching and high levels of student learning, resulting from a research-based and standards-driven curriculum.

The Blueprint for Rapid Turnaround is grounded in the research of experts in reform research, but takes their work on specific elements [created in isolation] and connects them to each other to create a powerful, systemic approach that will challenge the status quo, based the organization's decisions on what is needed to support student learning for all students, and provides the support and guidance needed to realize and sustain dramatic improvement. The Blueprint, at its core, is about designing and strengthening school systems as learning organizations for turnaround.

In an effort to improve student achievement, GEE Edmonson Academy aims to increase school shared practices through the implementation of our [Data and MTSS Teams process](#) to enhance collaborative leadership capacity within the school community including teachers, instructional coaches, lead teachers and principal. In addition to the Data and MTSS Teams process, collaborative leadership capacity is developed in teachers, admins and the Principal through active participation in the development and implementation of the [GEE Edmonson Academy School Improvement Plan](#) (SIP) on the continuum. The SIP ultimately governs the behaviors and actions of all GEE Edmonson Academy stakeholders as they work on initiative integration, problem solving and decision making.

#### Indicator 2A:

GEE Edmonson Academy implements the Danielson Teacher Evaluation Model for teachers. The building principal shares the [\*Danielson Teacher Evaluation Framework\*](#) rubric upon teacher assignment each year and addresses any questions teachers might have about the process as well as opportunities of support offered to teachers. The evaluation process includes a 51% student growth measure which exceeds the requirements set forth by the Transformation Plan. Growth is measured primarily using NWEA Fall to Spring test results.

#### Indicator 2B:

[\*McREL Principal Evaluation Framework\*](#) is used to evaluate the building administrator. The evaluation rubric is shared with the administrator and any questions are addressed by the District Superintendent who carries out the evaluation process. The McREL framework is highly collaborative and Principals are held accountable to the same 51% student growth measure as teachers.

#### Indicator 3A:

Global Educational Excellence has established a [\*Merit Pay Plan\*](#) to implement the revised School Code sections [\*380.1249\*](#) & [\*380.1250\*](#), which seek to reward teachers for significant performance and job accomplishments.

#### Indicator 3B:

A process is in place to ensure school leaders and staff are accountable to the improvement of professional practices and student achievement on the continuum. To access the process by which GEE removes ineffective leaders and staff, [\*click here\*](#).

#### Indicator 4:

The development of a continuous, high-quality and job-embedded Professional Learning Plan for teachers and administrators ensuring an alignment to the district professional development strategic plans is one of the pillars of school improvement efforts driving student achievement gains. For access the GEE Edmonson Academy 2016-2019 PD plan, [\*click here\*](#).

Please [\*click here\*](#) for the curriculum review and renewal plan and the process by which professional development impact on instructional practices is evaluated.

#### Indicator 5A:

GEE employs nearly 450 individuals, these employees are a combination of educators, administrators and support staff throughout various departments and academies.

GEE has put in place a system that incorporates the use of clearly defined processes, technology and operational structure. The GEE HR department is responsive to its customers and the organization. The strengths within the department are many as we continue to evolve as a High-Impact HR Operating Model. High Impact stands for creating an HR system that meets the daily and future challenges of organizational changes.

The High-Impact HR Operating Model is a highly researched and implemented HR model used by many organizations with a large number of employees. What is important prior to implementing this model is getting the basics right. A model like this implements changes through a continuous improvements process that places focus on the following areas:

1. Talent Development
2. Talent Management
3. Organizational Design/Structure
4. Culture
5. Employee Motivation and Engagement

The implementation of any HR model requires technology that will seamlessly support the numerous requisite protocols. The GEE HR department subscribes to BambooHR. This service provides GEE with the ability to adopt a more integrated HR system for its current and prospective. BambooHR manages recruiting, data management and reporting. BambooHR is a web based platform that increases employee engagement, makes processes efficient, establishes a process for talent acquisition and improves data quality. BambooHR reduces the amount of time spent on administrative procedures and instead allows for focus on talent acquisition and development and improving culture within the organization and its academies. BambooHR allows GEE to manage open vacancies by creating one job post that advertises on 100+ job boards. Between July and September, for example, GEE job postings attracted 2381 applicants. With BambooHR, GEE is better able to create a seamless recruitment process that connects to the onboarding process for employees. This web based platform system complements the High-Impact HR Operating Model by shifting focus on talent.

In addition to posting to 100+ job boards, GEE recognizes that partnerships and constant networking is essential in the ongoing recruitment of highly qualified teachers, administrators and staff. We are looking to expand our partnerships and further develop our current ones. GEE partners with universities like Schoolcraft College, Concordia University and Eastern Michigan University. GEE attends career fairs across Michigan, we also share our openings with Wayne RESA and university education departments.

#### Indicator 5B:

Global Educational Excellence strives to create working environments in its academies that result in teacher retention. Although teacher salaries and merit pay programs provide some measure of incentive to teachers to remain in their positions from year to year, there are other less-tangible, but equally important factors that foster commitment to our GEE academies that include but are not limited to:

#### *Collaboration*

Teachers can feel very much alone. Isolation can push teachers to leave the profession altogether. When teachers do not have access to collaborative relationships, many leave not only a given school, but the profession altogether. Teachers at Edmonson Academy are provided multiple opportunities for high-quality professional development and to collaborate with one another and influence the decision-making process. Retention rates continue to increase.

Edmonson Academy has increased collaboration in formal, informal, and virtual settings. Teachers collaborate at grade level, in vertical teams, with data/MTSS teams and via participation on GEE-wide curriculum and planning committees. Edmonson Academy teachers are supported by, and collaborate with, GEE instructional coaches and new teachers are assigned experienced mentor teachers. Edmonson Academy teachers also participate in virtual seminars with expert GEE consultants.

### *Empower Teachers*

Edmonson Academy teachers are provided the instructional and material resources they need to be successful. In addition, GEE regularly monitors, evaluates and adjusts its practices to ensure a high-quality induction and mentoring program, giving teachers the chance to participate in conferences, e-learning courses and webinars and a host of other avenues to improve their teaching skills and boost their confidence.

### *Providing Support*

The level of support that teachers receive makes a huge difference in the way they feel about their jobs. Support from colleagues and administrators is one of the most significant factors in a teacher's decision to stay or leave the profession. By ensuring that teachers feel supported and cared for, administrators can keep teachers satisfied in their current positions.

Edmonson Academy teachers are given opportunities to express their opinions and concerns. They have 1-on-1 meetings with the Principal, are welcome to attend board meetings and have multiple opportunities to influence the decision-making process.

### *Creating Better Work Conditions*

Edmonson Academy Principal Nailer promotes a positive school culture where both teachers and students feel safe, trusted, and respected. Principal Nailer cultivates a culture of safety by educating teachers as well as students on essential safety procedures. Principal Nailer promotes an environment of trust and gives teachers more control over the way in which their classrooms are managed, while equipping the teachers with the essential tools to do so effectively.

Principal Nailer understands that she must take action to mitigate teacher turnover. She recognizes that the problems associated with a dwindling teacher population will only intensify in the coming years. As a result, Principal Nailer has been diligent in her efforts to create an environment at Edmonson Academy in which both students and teachers can thrive.

### **Indicator 6A:**

To access the instructional program's curriculum review and renewal process, [click here](#).

Factors contributing to low student achievement include:

1. Inconsistent implementation of a high quality, rigorous curriculum;
2. Low expectations for student achievement;
3. Tracking groups of students into a less demanding curriculum
4. Poor teacher preparation and performance;
5. Families participation in school activities;

6. Families' lack of skill support and reinforcement of learning;
7. High teacher turnover
8. Uncertified and inexperienced teachers

#### Indicator 6B:

The GEE Edmonson Academy curriculum is aligned to the Michigan State Standards for Math and English Language Arts, Social Studies and Next Generation Science Standards (NGSS). The Michigan State Standards ensure the attainment of national benchmarks and is enhanced by extracurricular activities to cater to the holistic needs of students in the 21<sup>st</sup> Century. Technology is also central to GEE Edmonson Academy pedagogy. GEE Edmonson Academy seamlessly integrates technology to enhance the student learning experience. As a result of this integrated approach to the GEE Edmonson Academy curriculum, all GEE Edmonson Academy students acquire the skills necessary to be a well-rounded person on the path towards a successful educational and professional career.

The curriculum for GEE Edmonson Academy follows the Michigan State Standards with a clear intention to maintain academic rigor in order to provide the knowledge and skills required to be college and career ready. GEE Edmonson Academy teaching methodology embeds character values and academic training to develop student competency as well as curiosity. All stakeholders review the curriculum annually and modifications are made on the continuum to meet both standardized requirements as well as individual student needs.

GEE Edmonson Academy's educational program is aligned to state academic standards and ensures high-quality rigorous instruction by demanding high expectations for all students. It is the goal of the academic program at GEE Edmonson Academy to encourage each student to reach his/her maximum learning potential in all subject areas. GEE Edmonson Academy achieves this level of excellence by providing an instructional program that directly meets the needs of every student. The mission and vision of GEE Edmonson Academy are closely connected to the curriculum.

GEE Edmonson Academy knows that its curriculum needs to be focused on getting all students to reading at their grade level in a short time frame. This is critical for student success in all core content areas and for the success of the school. GEE Edmonson Academy has performed its due diligence in pursuing options for a curriculum to move students forward in literacy, mathematics, and scientific inquiry. Based on the research and the experience of the academic team, GEE Edmonson Academy will be teaching K-5 *Benchmark Advance Literacy*, 6-8 College ELA SpringBoard, *Eureka Math/EngageNY*, *Teacher Curriculum Institute (TCI) Science Alive* and *PBIS It's About Time (IAT)* as its curriculum for ELA, math, and science, respectively. For greater detail, [click here](#).

Every unit within all curricula outlines big ideas, essential questions and key terms of the unit.

For more details, [Click here](#) to access Atlas on all of the above requirements. Use GEE all capital letters for the password to enter the site.

Curriculum scope and sequence is provided to teachers to use as a pacing guide to develop and carry out instruction aligned to the state standards. Teachers administer a pre- and post-assessment to inform instruction and carry out a data team process that helps them improve and tier instruction according to unit standards expectations and student needs. Lesson plans are turned in to the principal on a weekly basis depicting activities aligned to the adopted curriculum. Classroom walkthroughs by instructional admins as well as the principal keeps instruction focused on delivering the curriculum with fidelity. Instructional coaches work closely with teachers to help stay on track with pacing to ensure students are adequately exposed to and learn new grade level content as well as closing the gaps as needed.

#### Indicator 7A:

##### *Multi-Tiered System of Support*

The purpose of the GEE Edmonson Academy MTSS screener is to provide Principal Nailer and her teachers with an easily accessible snapshot of each student in each grade relevant to standardized testing, behavior and attendance.

The GEE Edmonson Academy Data/MTSS team and all teachers focus on those students the screener has identified as being in need of remediation for a targeted skill. That is, intensive instructional interventions that are clearly identified by individual Data/MTSS team and progress monitored on the continuum until the student reaches proficiency for that skill as measured by the progress monitoring tool.

When grade level non-proficient indicators (scores highlighted in “red”) show numbers greater than 20% in any given subject, Principal Nailer and the teachers address the neediest 20% of the students with intensive instructional interventions and progress monitoring. They work with mentors and in grade-level teams in adapting the CORE curriculum to meet the remaining percentage of non-proficient students while at the same time maintaining the pacing and integrity of the GEE curriculum.

The GEE Edmonson Academy Data/MTSS team consists of Principal Nailer, academic and behavioral administrators and specialists including: Social Worker, Interventionist, School Psychologist, Special Education Teacher, and a minimum of one classroom teacher, specifically any teacher who teaches a student on the Data/MTSS team meeting agenda. Paraprofessional and/or parent participation may be required at any stage of the [\*Data and MTSS Teams process\*](#).

#### Indicator 8A

The most significant impact on increased core academic time is the result of the Edmonson Academy calendar and its master schedule, which in addition to increased minutes for core academic instruction, has integrated a daily 45 minute remediation block time to address MTSS Tier II and Tier III student gaps in foundational skills and enrichment opportunities for those students demonstrating mastery of core curricular components. The GEE Edmonson Academy schedule provides a focused 120-minute block each day in order to focus on English Language Arts and mathematics. In the elementary grades, science and social studies are scheduled on alternate semesters, i.e., science during semester one and social studies during semester two. In the middle school, science is taught daily. The focus of the schedule is to foster accelerated student growth, while providing the time needed for any necessary remedial support.

For access to the Edmonson Academy calendar, [click here](#). For access to the Edmonson Academy master schedule, [click here](#).

#### Indicator 8B:

After school enrichment programs include:

##### *After School Tutoring Program*

GEE Edmonson has a second afterschool program that is funded through at-risk funds. The 21<sup>st</sup> Century Program is limited to 65-70 students due to grant regulations so in order to reach more students that need help a second afterschool program was implemented. This program has focused on the K-2 students in order to have all 3<sup>rd</sup> grade students reading by the end of 3<sup>rd</sup> grade. This program was for an hour after school 2 days a week. The changes for the 2016-17 school year is to again concentrate on the K-2 student but to also use the MTSS screener and identify students who need the extra help but are not part of the 21<sup>st</sup> Century program. Not all students can participate in a 2.5 hour, 4-day-a-week program but need the extra help. Again there is some time for homework completion but the staff using the MTSS screener identifies the areas in both ELA and math that the students are struggling with and gears remediation on the missing standards. The students are not grouped by grade level but by the instructional needs of the student and the groupings are fluent. Once a student has mastered the peculiar standard they move on.

##### *21<sup>st</sup> Century Program at GEE Edmonson Academy*

The focus of the 21<sup>st</sup> CCLC program is to provide expanded academic enrichment opportunities and tutorial services for the students attending low-performing schools. This program also provides youth development activities, arts, music and recreation programs as well as counseling, character education and parent enrichment components. The ultimate goal is to provide the tools to the students to help them meet the local and state academic standards.

The 21<sup>st</sup> CCLC at GEE Edmonson provides an afterschool program for students 3-8 grade students for 2 hours after school. The program has tutoring for the students who have not met the standards in the classroom during the school day. GEE Edmonson uses the MTSS screener to identify these students and the missing standards and allows for the 21<sup>st</sup> Century program to work with the students on area of need. During the 2 hr. program the student receive help with homework, re-teaching of both ELA and Math standards that the student may be lacking. Many times the re-teaching is done through enrichment activities that may look different that the traditional school day. Gee Edmonson staff uses both music and athletics' as part of the enrichment piece. These pieces pared with the academic/tutoring time is geared to help the students at GEE Edmonson meet the state standards.

The 21<sup>st</sup> Century program staff has paired with the group called Greening of Detroit to teach the students about growing gardens and planting plants that would beautify the school grounds. GEE Edmonson also has participated in a Robotics program that incorporates math skills and teamwork skills for the middle school students.

#### Indicator 8C:

Professional collaboration is enhanced by Edmonson Academy teachers working closely with GEE instructional coaches. These instructional coaches (IC) lead a team of teachers to achieve ambitious learning goals for their students. The IC is responsible for building teachers' capacity to be highly-effective educators. They will oversee the implementation of instructional



and behavioral systems along with support personnel at the academy. The IC's will also work to maintain a supportive, productive, and enriching climate of learning at designated grade-levels, supporting teachers to establish and reinforce high expectations for positive student behavior conducive to learning. The IC's will be active members of the School Leadership Team and will ensure effective and timely communication with the Principal.

#### *Responsibilities*

- Provide instructional leadership, coaching, and support to a team of teachers in order to build teachers' capacity to deliver highly effective instruction and maintain a culture of high expectations;
- Support implementation of curriculum, instruction, and assessments with fidelity at assigned grade-levels;
- Conduct a weekly observation and feedback cycle aimed at building a culture of reflective practice and ongoing improvement;
- Provide targeted coaching through modeling, co-teaching and planning to develop teachers' skills in instruction and classroom management;
- Plan and lead professional development and staff orientation in partnership with the school leadership team;
- Support with the monitoring student assessment data and support teachers to use data to improve instruction;
- Actively engage in Data team meetings in which teachers analyze student data, plan instruction, and develop a shared understanding of effective instruction;
- Support implementation of interventions and MTSS supports;
- In partnership with school leadership team, establish and maintain a school culture that is safe, happy, structured, college-focused, and achievement-oriented for all students;
- Serve as a member of the Instructional Leadership Team and the School Leadership Team.

#### *GEE Instructional Coach Schedules*

Instructional Coach #1: ELA K-8 2 days (14 hours) week Monday and Wednesday.

Instructional Coach #2: Mathematics 2 days (14 hours) week Monday and Wednesday.

#### **Indicator 9A**

Parent University embraces opportunities to create partnerships between GEE Edmonson Academy stakeholders and the families that it serves. Parent University provides a series of workshop suited for parents, grandparents and guardians that have a direct impact on students' educational experiences.

The goal of the workshops series is to increase parent involvement in the academy and empower parents to raise children who are successful in school and in life. The workshops are held in school during various hours of the day to accommodate all families. There are a variety of topics offered to engage both parents and students. Some of the topics include; *Parent Accountability for Homework, On Time On Task Importance of Attendance, Resume Writing & Job Preparation and Embracing Modern Technology.*

Upon completion of the workshop series families will gain skills and aptitude in supporting students to become successful in their learning and development.

#### **Indicator 9B:**

GEE Edmonson Academy engages numerous community entities in support of its students including but not limited to: monthly newsletters, Co-Op Continental parent meetings that include speakers covering relevant topics from the community, dental and vision providers



conducting check ups and screenings for students and parents, healthy lifestyle initiative grant from Wayne State University, healthy kids club, cooking classes that provide free groceries (Gleaner's Food Bank) and cooking utensils to parents, Zumba exercise classes for parents and staff and grade 4-8 student leadership program for healthy living initiative.

**Indicator 10:**

Operational flexibility is provided to Edmonson Academy as necessary based on annual reviews of needs with building admins and other district stakeholders. GEE Edmonson Academy does not have a collective bargaining contract. GEE Edmonson Academy is a Single Building District, the School Improvement Team (SIP) along with the Administration from GEE Edmonson Academy decides how the Title I funds are used. The SIP team completes the School Improvement Cycle, prepares the plan and all budget allocations are linked to the School Improvement Team. The team presents the Plan to the GEE Edmonson School Board each spring on the results from the prior school year and the plans for the next school

**Indicator 11:**

Edmonson Academy receives ongoing, intensive technical, academic assistance and related support from Global Educational Excellence (service provider) Wayne RESA ISD, Michigan Department of Education, and other contracted consultants as needed to support efforts through:

1. Supporting Principal leadership to improve instruction.
  - a. GEE educational specialists work hand in hand with the principal, teachers and admin academic team on improving instruction through bolstering principal's ability to strengthen classroom instruction. Principal mentor and coach is provided to tailor support to the individual principal needs relative to the needs of Edmonson Academy and its population. GEE offers training opportunities as well as seeking and hiring staff including hiring and training instructional coaches to work with teachers and collaborate with the admin team on school improvement efforts.
2. Gathering and using data to guide efforts.
  - a. Lead the academy to analyze a variety of data- beyond test scores and discover root causes behind student failure. GEE provides all necessary data gathering and dissemination to guide instruction and retrieve important perceptive data to improve and guide school improvement efforts.
3. Ensure the existence and effective implementation of a rigorous and relevant Educational program aligned to student needs. Ensure that the academy employs all the developed tools and processes to ensure that instruction for all groups of students is aligned with college and career -readiness standards.
4. Support the principal's work with a cross section of community and other stakeholders to create a strategic plan to ensure the viability and long-term success of the school in serving the community and ensuring students' success.